

## **Activity #6: Learning History**

### **Section 4: Getting Off to a Good Start**

#### **Overview**

In this activity, you will create a learning history similar to the one you viewed for Shannon in *See a Child's Learning History*. You will identify a child who poses a challenging behavior and then plan some ways to adapt the routines, room arrangement, and/or relationships for that child. You may use a series of photographs with captions to better share the story of the process, or you may just wish to write the story.

Remember classroom management has three primary areas of focus: The Room, Rules & Routines, and Relationships. Try to find a story which draws on as many aspects of classroom management as you can.

#### **Estimated Time Allotment**

Work on your learning history between now and the next session. Of course, you will continue working with this child past that time to help him overcome his challenges!

#### **Objectives**

- To identify classroom management techniques and teacher behaviors that could help the child you selected overcome the identified challenge.
- To document a child's growing independence and development of positive behaviors.

#### **Instructions**

##### **1. Choose a Child**

- Choose a child to follow who poses particular challenges in the classroom. Remember, a child with challenges isn't always the child who is misbehaving!
- Plan to intentionally follow the child's progress for the next couple of weeks.
- Only identify the child by initials in order to protect confidentiality.

##### **2. Observe and Document the Behavior**

- Spend some time observing the child daily.
- Document when and where the challenge seems to occur most frequently. For example, "The child does not interact with other children during center time but does on the playground." Or, "The child begins crying 30 minutes before lunch each day and is inconsolable until nap time."

##### **3. Identify Possible Adaptations and the Outcome**

- Based on your observations, identify some possible adaptations you might make in the routine or your relationship with this child.

- Implement the adaptation and make notes about how it is working. For example, if the child begins crying before lunch each day and cries until naptime, it could be that he is getting hungry and tired earlier than the other children. The adaption you might make is to give him a snack mid-morning and a quiet place to rest while he eats it.

#### 4. Next Steps

- Watch to see if the behavior improves while you are implementing your new strategy.
- Identify ways to continue supporting the child throughout the year.
- Don't give up too quickly. Improvement may happen slowly.

#### 5. Create the Learning History

- Using this handout, document the Learning History process.
- Use discretion if you choose to photograph the child during this process. Be careful not to make the child feel uncomfortable or singled out.
- Write a description on each page that focuses on the process. Be sure you include the following: the challenge, your observations and the strategies you wish to try, and the outcome for the child after implementing the strategy and how you plan to continue supporting this child after completing this assignment.

# A Learning History

## The Child and the Challenge

*Describe the child you have chosen and the challenge he has in your classroom. Identify the child by initials only.  
You may include a photo of the child, if desired.*

### **Observations of Behavior**

*Observe the child for several days. Document when and where the challenge seems to occur most frequently here.  
Anecdotal notes can be made on this page.*

### **Adaptations and Outcomes**

*Identify possible adaptations, strategies, solutions, you might want to try and why you want to try them. After you have implemented your adaptations, describe the outcome and how the child is responding.*

### **Next Steps**

*Continue to observe the child and note how he is responding. Describe how you plan to continue to support this child throughout the remainder of the year.*